

DK01 Danish Agency for Higher Education

General Information

General information about the project

This report form generated from the Mobility Tool+ consists of the following main sections:

- **General Information:** General information about the project
- **Inactive Organisations within Project Activities**
- **Context:** this section resumes some general information about your project;
- **Project Summary:** this section summarises your project and the organisations involved as partners;
- **Description of the Project:** in this section, you are asked to give information about the objectives and topics addressed by your project;
- **Project Management**
- **Implementation:** this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;
- **Follow-up**
- **Budget:** this section gives a detailed overview of the final amount of the EU grant you request;
- **Annexes:** additional documents that are mandatory for the completion of the report;

For your convenience, some parts of this report are prefilled with information from the Mobility Tool+

Inactive Organisations within Project Activities

This section doesn't apply for this project

1. Context

this section resumes some general information about your project;

| | |
|-----------------------------------|---|
| Programme | Erasmus+ |
| Key-Action | Cooperation for innovation and the exchange of good practices |
| Action | Strategic Partnerships |
| Action Type | Strategic Partnerships for adult education |
| Main Objective of the project | Innovation |
| Call | 2018 |
| Round | Round 1 |
| Report Type | Final |
| Language used to fill in the form | DA |

1.1. Project Identification

| | |
|---|---|
| Grant Agreement Number | 2018-1-DK01-KA204-047086 |
| Project Title | Video-based Peer Practice Among Language Teachers |
| Project Acronym | V-PAL |
| Project Start Date (dd-mm-yyyy) | 01/09/2018 |
| Project End Date (dd-mm-yyyy) | 31/10/2020 |
| Project Total Duration (months) | 26 |
| Beneficiary Organisation Full Legal Name (Latin characters) | Videnscenter for Integration |

1.2. National Agency of the Beneficiary Organisation

| | |
|----------------|------------------------------------|
| Identification | Danish Agency for Higher Education |
|----------------|------------------------------------|

For further details about the available Erasmus+ National Agencies, please consult the following page:

https://ec.europa.eu/programmes/erasmus-plus/contact_en (https://ec.europa.eu/programmes/erasmus-plus/contact_en)

2. Project Summary

this section summarises your project and the organisations involved as partners;

Project summary at application time:

Language teaching of adults is currently of high demand in Europe; in 2002 the "mother-tongue-plus-two" strategy was launched, which plea all Europeans to know at least two foreign languages and since 2015, the increased arrival of refugees and migrants have resulted in bigger classes for national language teaching. Yet, the language teachers' opportunities for up qualification in order to overcome the new demands, have not followed the development i.e. due to national policies, market mechanisms and financial underprioritizing.

This project: "Videobased Peer Practice Among Language Teachers" (V-PAL) addresses the growing need for competence development among language teachers. It will develop an online learning community among European language teachers that exchange teaching methodologies through short videos and give feedback on them.

The main target group are language teachers, who teach adults in either the national language of the host country or in foreign languages. The secondary target group are the course-participants, who are expected to benefit from the language teachers' increased awareness of their teaching methodologies and improved teaching-competences.

The project aims to:

- extend and develop the language teachers' teaching methodologies
- facilitate access to a professional learning community consisting of language teachers across Europe
- increase the language teachers' awareness and reflections of their didactic approach (planning of the course in relation to learning goal and method)
- improve communicative skills through the technical and practical process of developing short videos and sharing them with colleagues

To accomplish this, the project will develop:

1: A Videobased Peer Practice training course that focuses on teaching methodologies and video-recording. Thus, how to make a script of the video, the technical set-up and editing, and the importance of identifying the learning goal of the course as well as reflecting on the outcome of the method.

2: A V-PAL platform that will serve as the online meeting point for the teachers, where they can upload their videos and give feedback to the other teachers' videos in a blog- post.

3: A handbook that will function as a manual on how to develop a script, record the videos, upload them on the V-PAL platform and give constructive feedback. A short introduction movie will be made in order to visualize the material of the handbook.

4: An evaluation that will focus on the user-experiences and learning potential of the V-PAL methodology, hereby making it possible to improve V-PAL before the dissemination.

Aside from these tangible outcomes, the project will also host three Teacher Training Events (two online and one face-to-face) in order to train the language teachers in the V-PAL methodology. The first online event will focus on how to give specific attention to didactic and teaching methodologies in relation to video recording. The second Teacher Training Event will be face-to-face and train the teachers in video production and feedback initiatives through hands-on experiences. The third online event will follow up on the teachers' experiences, obstacles and success with V-PAL.

The project is expected to:

- Improve the language teachers' possibilities for easy accesible and qualified competence-development
- Enhance the language teachers' competences in visual and online communication and their technical skills
- Develop a professional learning community among language teachers
- Offer a new methology for peer practice among teachers that combines video filming and constructive feedback in order to strengthen awariness of teaching methodologies and generate inspiration.

Potential longer term benefits:

The project develops a learning platform, a handbook and a short video that will remain available to use for five years after the project period. This is expected to expand the network of language teachers. An effective dissemination plan will secure that the project results will be spread to relevant language centers and other national and international educational institutions. Finally, the course-participants i.e. refugees, migrants, early school drop-outs and unemployed, are expected to benefit from the teachers' up qualifications in the daily teaching session.

If applicable, project summary at application time in English:

Please provide a short summary of the completed project. The main elements to be mentioned are: context/background of the project; objectives; number and type/profile of participants; description of undertaken activities; results and impact attained; if relevant, longer-term benefits.

Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications or when giving information on a completed project. It will also feed the Erasmus+ Project Results platform (see annex II of Programme Guide on dissemination guidelines).

Please be concise and clear.

Language teaching of adults is currently of high demand in Europe; in 2002 the "mother-tongue-plus-two" strategy was launched, which plea all Europeans to know at least two foreign languages and since 2015, the increased arrival of refugees and migrants have resulted in bigger classes for national language teaching. Yet, the language teachers' opportunities for up qualification in order to overcome the new demands, have not followed the development i.e. due to national policies, market mechanisms and financial underprioritizing.

This project: "Videobased Peer Practice Among Language Teachers" (V-PAL) did adressed the growing need for competence development among language teachers. It managed to develop an online learning community among European (and international) language teachers that exchange teaching methodologies through short videos and give feedback on them.

The main target group of the community are language teachers, who teach adults in either the national language of the host country or in foreign languages. The secondary target group are the course-participants, who are expected to benefit from the language teachers' increased awareness of their teaching methodologies and improved teaching-competences. During the project all in all 36 language teachers from Denmark, Germany, Cyprus and Romania actively participated, more were reached through the final event and the local multiplier events. All represented teachers of second- or foreign language learning for adults.

The project has developed:

1: A Videobased Peer Practice training course that focuses on teaching methodologies, video-recording and didactic feedback. Thus, how to make a script of the video, the technical set-up and editing, how to give didactic feedback based on a given framework etc.

2: The V-PAL platform (The V-PAL Community) that serve as the online meeting point for language teachers. Here they can upload their videos and give feedback to the other teachers' videos in a blog- post.

3: The V-PAL Handbook (online and in a pdf-version). This function as a manual on how to develop a script, record the videos, upload them on the V-PAL platform and give constructive feedback. The Handbook contain: tutorials (written and as videos), tips and tricks from teachers, sound bites and statistical information from the participant evaluation, inspirations Peer Practice videos etc.

4: The motivational V-PAL video (<https://youtu.be/TFhotyKFrVM>). This shows the V-PAL Community - the spirit and the structure, gives testimonials from participants, and tell how to use the community for inspiration to own teaching, discussion of practice and sharing Peer Practice videos.

5: Internal and external evaluations to improve the products and have inspiration for further developments.

Aside from these tangible outcomes, the project did also host three Teacher Training Events (two online and one face-to-face) in order to train the language teachers in the V-PAL methodology.

Evaluation of the teacher training activity, final event and multiplier event shows, that:

The project has reached the aim to:

- extend and develop the participating language teachers' teaching methodologies - more participants have actively used methodologies from peers in the community and tell, that they have improved their teaching due to the reflection in producing the Peer Practice videos and discussing with peers.
- facilitate access to a professional learning community consisting of language teachers across Europe
- increase the participating language teachers' awareness and reflections of their didactic approach
- improve the teachers communicative skills through the technical and practical process of developing short videos and sharing them with colleagues

The project did:

- Improve the language teachers' possibilities for easy accessible and qualified competence-development
- Enhance the language teachers' competences in visual and online communication and their technical skills
- Develop a professional learning community among language teachers
- Offer a new methodology for peer practice among teachers that combines video filming and constructive feedback in order to strengthen awareness of teaching methodologies and generate inspiration.

Potential longer term benefits:

The V-PAL Community, the V-PAL Handbook and motivational video will remain available to use for at least five years after the project period. During the coming year, the overall project manager, Anne Charlotte Petersen will maintain the V-PAL Community and work to expand the network of language teachers. This will among other be possible through her company working within the field of Danish as a second language. Thus the teachers course-participants i.e. refugees, migrants, early school drop-outs and unemployed, are expected to benefit from the teachers' up qualifications in the daily teaching session.

Please provide a translation in English.

Description above already in English.

2.1. Summary of participating organisations

| Role of the Organisation | PIC of the Organisation | Name of the Organisation | Country of the Organisation | Type of Organisation | Accreditation of organisation (if applicable) | Partnership Entry Date | Partnership Withdrawal Date |
|--------------------------|-------------------------|--|-----------------------------|---|---|------------------------|-----------------------------|
| Beneficiary | 940723849 | Videnscenter for Integration | Denmark | Local Public body | | 01/09/2018 | 31/10/2020 |
| Partner | 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | Small and medium sized enterprise | | 01/09/2018 | 31/10/2020 |
| Partner | 906955724 | &LEARNING | Denmark | Small and medium sized enterprise | | 01/09/2018 | 31/10/2020 |
| Partner | 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | Non-governmental organisation/association | | 01/09/2018 | 31/10/2020 |
| Partner | 949549588 | Fundatia Central Educational Spektrum | Romania | Non-governmental organisation/association | | 01/09/2018 | 31/10/2020 |
| Partner | 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | Small and medium sized enterprise | | 01/09/2018 | 31/10/2020 |

Total number of participating organisations

6

2.2. Associated Partners

In addition to the above formally participating organisations, did you involve associated partners in your project?

No

3. Description of the Project

in this section, you are asked to give information about the objectives and topics addressed by your project;

Please provide a summary of your project's concrete results and achievements. Were all original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.

V-PAL - Videobased Peer Practice among Language Teachers has successfully developed and worked on the following:

1) A fully developed V-PAL course with the following content: how to make a script, record and edit Peer Practice videos. How to share, give feedback and discuss the videos from a didactical point of view in the V-PAL Platform.

2) Two online Teacher Training Events (October 2019 and January 2020) with the following content: The Peer Practice method, the Didactic Diamond, feedback on videos produced, challenges in the format etc. 30 and 27 teachers respectively from Germany, Cyprus, Romania and Denmark participated. 40 of the - from the application expected 50 teachers - had signed up for the teacher training, but some was not able to attend at the given time. The training was recorded though and sent to all participants afterwards. All participating teachers had in this way access to the online training.

3) The V-PAL platform (The V-PAL Community: <https://app.v-pal.eu/login>), which gives the possibility to upload Peer Practice videos and discuss them in relation to didactic. The videos are categorized according to language discipline. Videos are searchable by: discipline, words in title/description and teacher. Besides the Peer Practice videos, the platform contains tutorials on how to produce the videos, presentations of the teachers and the #VPALWednesday videos, which was created during the project by the project team to encourage and inspire the members of the community. Videos can be saved in the platform for easy access for the individual user, they can be rated, and it is possible to follow teachers, which you find especially interesting. Members of the community are immediately notified by e-mail every time they get a comment to a video or a comment, they have given. Each Wednesday they get an e-mail notification if new videos have been uploaded to the community. This part of the platform, we want to name: The V-PAL Community, since this is where the discussion takes place and where the learning community is formed. Another part of the platform contains the V-PAL handbook. This gives all the needed information to produce a Peer Practice video, give feedback and take part in the V-PAL Community including materials to download (clipboard, feedback forms, consents forms etc.). The handbook consists of text, video tutorials, video tips & tricks given by the participating teachers, video recordings from the online teacher training and the final conference, numbers and sound bites from the final evaluation with the participating teachers. In this way, we aimed to produce more than a handbook - or - a handbook, which in itself gives the atmosphere of the learning community we want teachers to take part in. We have given it a personal touch.

4) Face-to-face Teacher Training Event, where the teachers learned how to produce Peer Practice videos and give feedback. 19 out of planned 25 teachers took part in the Face to Face Teacher Training Event. Besides learning how to produce Peer Practice videos and give constructive and relevant feedback, they actively engaged in the development of the project by giving ideas on how to form a community between all the participating teachers (those, who did only participate online) and how to spread the word. Together with this event they did also give feedback on the V-PAL Platform.

5) 150 videos were expected recorded and uploaded on the platform. 67 Peer Practice videos were produced all in all. Due to less participants than expected, less videos were produced. 40 teachers signed up, but only 36 teachers participated actively - some of them unfortunately only by taking part in the teaching and some only by producing a single video.

6) The V-PAL Handbook. Besides the online version, see above, the Handbook has also been produced as a PDF for print. This has another design, and contains QR-codes to videos and materials for downloads.

7) Short introduction video supplementing the Handbook of V-PAL. Since the handbook includes a bunch of videos - both tutorials, theory and Tips & Tricks produced by participants we decided to do a motivational video instead to promote the platform as a learning community.

9) Roll out of the curriculum to other relevant organizations. This has been produced and is now to be in function.

10) Evaluation of the V-PAL Methodology. Has been produced and has been used to optimize the V-PAL Handbook, the V-PAL Platform and for thoughts of sustainability.

11) Evaluation of the project management. Has been fulfilled and used for changes in the project management. See below.

12) Quality Assurance Plan. Has been produced and followed.

13) Dissemination plan. Has been produced and used.

14) Final Conference. Conducted online with 169 signed participants from all over the world and 80 actively being present in the 3,5 hours event.

15) Local Multiplier Events. Carried out in Germany, Cyprus, Romania and Denmark.

In what way was the project innovative and/or complementary to other projects already carried out?

Peer Practice has been tested with over 100 teachers during the last 5 years. But - the method has never before been used in connection to a very specific context (teaching languages to adults), and teachers have not had the chance to share online. In the same way former Peer Practice videos have been produced in national languages and therefore only been accessible for speakers of the same language. By building the V-PAL Platform and use English as the working language Peer Practice has been taken to an international level, providing a world wide learning community for language teachers.

The discussion of practice has always been the aim of Peer Practice, but until now, the feedback has been unfocused and the videos seen more as inspiration for own teaching, than an object for peer didactical discussion. Thus by this project the method has got a model for didactic feedback. The Feedback instruction is by now two fold: One concerns the general good manners in giving feedback, make it: Clear, Concrete, Constructive, Caring and Curious. The other concerns the didactic, where teacher by now have access to the Didactic Diamond, formed by Lucas Lundbye Cone, Denmark. This is both a way to structure information on one's own teaching, but also a way to look at different aspects of the practice, when you give feedback. It consists of the following aspects: Learning conditions, Structural conditions, Purpose & Goals, Content, Process and Evaluation.

Video has been used for (competence) development before, but always with the use of an external expert to give feedback, record the video etc. V-PAL is innovative and complementary to this, since it lets the teachers record the videos themselves - and let them do so in an easy way by providing them with a clipboard, and by using their smartphone/tablet as both a recording and editing tool. The tool thus is something almost everyone has by the hand and use in daily life. At the same time, the feedback is given by peers, which is not seen before. All teachers are in this way seen as experts. You learn both by producing your Peer Practice-video and by giving and receiving feedback. In this way Peer Practice represents Action Learning with a continued learning opportunity.

What was the most relevant horizontal or sectoral priority addressed by your project?

ADULT EDUCATION: Extending and developing educators' competences

What were the other relevant horizontal or sectoral priorities addressed by your project? (Multiple selection possible)

- ADULT EDUCATION: Facilitating access to upskilling pathways
- HORIZONTAL: Development of relevant and high-quality skills and competences

In case the above selected priorities are different from the ones in the application, please explain why.

undefined

What were the most relevant topics addressed by your project? (Multiple selection possible)

- Pedagogy and didactics
- Teaching and learning of foreign languages
- New innovative curricula/educational methods/development of training courses

In case the selected topics are different from the ones in the application, please explain why.

undefined

3.1. Participants

Please briefly describe how you selected and involved participants in the different activities of your project.

Three different groups of people have been involved in V-PAL:
 The partner organisations
 Teacher involved in the Teacher Training
 Participants in the Multiplier events

The V-PAL consortium consisted of six partners: &LEARNING (Denmark), VIFIN (Denmark) AEWB (Germany), SYNTHESIS (Cyprus) SPEKTRUM (Romania) and IPF (Spain). The partners were involved in the production of IOs, in partner meetings and in the final conference and local multiplier events. The involvement of the Spanish partner decreased and ended, though, before the project finalization (see below, 4.0 - Difficulties). The project partners were selected according to their expertise in the field, and the tasks were appropriately distributed in relation to these. Most of the partners have extended experiences working with European projects, which was expected to ensure smooth coordination among them. &LEARNING had not been part of an Erasmus+ project before, but had cooperated with VIFIN on a local seminar about videobased Peer Practice. Most of the partners were known from the coordinator from other projects, while one partner, IPF, was new, but recommended from another partner. Unfortunately it turned out, that IPF was not able to deliver as expected (see below). All other partners delivered very high quality work within their responsibility, and took an active part in all tasks! The partners ended up with the primary responsibility for the following tasks:

@LEARNING - IO1 - Teacher Training

VIFIN - Project coordinator, IO2 - The V-PAL Platform, IO3 - The V-PAL Handbook

AEWB - IO4 - Evaluation

SPEKTRUM - Dissemination, design and layout

SYNTHESIS - Roll-out

Due to COVID-19 the final conference had to be held online. This meant, that VIFIN, due to a long experience with online activities, took lead on the planning of the event but in close collaboration with AEWB who was in charge of the event. This was also a change from the original planning. The partnership decided to have the final event in Germany instead of Romania since it seemed possible to spread the word more in Germany than Romania, since AEWB had a very big network reaching out of their own area. At the same time, the partnership hoped to be able to have more participants from Denmark, since the traveltime would be very short. All partners, besides IPF, participated and contributed to the final event.

The teachers involved in the teacher training took part either online or both online and face to face. Besides the teacher training, they all produced 1 - 3 Peer Practice videos, evaluated the teacher training and the V-PAL Platform, contributed with tips and tricks and testimonials to the V-PAL Handbook, and to the final conference and the motivational video telling about V-PAL. Teachers were recruited by the partners. In Denmark VIFIN, due to their network within the language schools teaching Danish as a second language for adults, took lead on this. Besides teachers from the language schools language teachers from evening schools for adults (AOF and FOF) was invited. Teachers from the language schools was the primary target group since they are expected to have very high qualifications within teaching Danish as a second language. All language schools in Denmark were contacted. In Cyprus the invitations did also go to most institutions and schools teaching language for adults. In Romania and Germany the recruitment was more locally based, since SPEKTRUM and AEWB are in direct contact with language teachers and work with them already.

For the final conference invitation was locally sent to relevant institutions and schools in the respectively partner countries (besides Spain). The event was advertised at the project FB page and boosted to reach language schools and teachers all around the world. Finally information about the final conference was sent to European language teaching/learning bodies (SEE ANNEX....)

The final event lasted 3,5 hours and consisted of presentations of the Peer Practice method, the V-PAL Platform and the community. It gave a panel discussion with possibility for the participants to ask questions to participants from the teacher training. Finally the participants did also have group work discussing a Peer Practice video and thereby getting an actual experience with the method and being active.

Local multiplier events were held in Denmark, Germany, Cyprus and Romania. In Germany, Cyprus and Romania participants were informed about the method, the project and the V-PAL platform and community. In Denmark the multiplier event took place as a mini online course: 3 x 1,5 hours. As part of the Danish multiplier event participants produced a peer practice video. Participants were recruited from language schools and organisations teaching language to adults. In Denmark more persons came from the evening schools, while other was from the language schools not represented at the teacher training.

Participants with fewer opportunities: did your project involve participants facing situations that make their participation more difficult?

No

Approximately, how many persons not receiving a specific grant benefited from or were targeted by the activities organised by the project (e.g. members of the local community, young people, experts, policy makers, and other relevant stakeholders)? Please enter the number of persons here:

110000

Please describe briefly how and in which activities these persons were involved.

The project primarily reached persons with information about the project, its activities and products, and multiplier events on websites, social media, information sent to representatives for language teaching organisations and to European language teaching/learning bodies. Around 250 persons was reached in relation to the final conference and local multiplier events. 150 actually took part in these events. All 169 who signed up for the final conference was afterwards informed about the conference and got access to recordings of the event. Nearly 200 persons has signed up for the V-PAL Platform and has thereby the possibility to get inspired from the uploaded Peer Practice videos, get into didactic discussion in relation to the videos and upload Peer Practice videos themselves. The consortium did also choose to attend the 6th e-learning Excellence Award 2020 and got through both first and second round of evaluation into the final round where it was awarded a joint 2nd place. This meant that conference participants in the European Conference on e-Learning got to know about the project and the V-PAL Platform/Community, while the four judges got into deeper knowledge of the project. Teachers in the Danish Multiplier event did, beside the presentation of project, products etc. get the possibility to discuss a Peer Practice video and to produce one themselves. More of the participants from this event plan to upload videos to the V-PAL Platform and one has spread the word on her local school.

4. Project Management

How did you ensure proper budget control and time management in your project?

The project was managed on a day-to-day basis by all the partners with the local project manager as part of a Steering committee and the person in charge of giving and working on relevant information in relation to the budget and time management. VIFIN has been in charge of the work, with one person dedicated to the budget control and another to the time management.

Budget control and time management has been ensured through three kind of communication:

1. TRELLO
2. Regular online meetings in Adobe Connect
3. e-mail

TRELLO has been the main communication channel. This to ensure to have all communication and related materials in one place in a structured way. One area in TRELLO has been Administrative Documents (and communication). Here relevant information have been given and gathered. One part has been to have timesheets for time registration. This has been collected every half year and controlled by the person in charge of this in VIFIN and at the same time by the project coordinator. Deadlines for delivering the information have been set in TRELLO, which meant, that partners was notified some days before the deadline. Notifications was sent as direct e-mail to the individual person.

In the same way all tasks and meeting was scheduled in TRELLO in such a way, that the relevant persons was notified a few days before the deadline. Deadlines was at the same time accessible directly in TRELLO in a calendar and in connection to the single task. TRELLO was structured in relation to IOs, tasks like dissemination and roll-out and then a list with partner meetings both face-to-face and online.

The partnership had in the first year of the project regular online meetings every second month. In most of the second year online meetings took part with only one month intervals. Both budget and the time schedule was discussed and changed if needed at this meetings. All deadlines was set in collaboration within the partnership.

Especially matters regarding the budget and economy was discussed through e-mail on a day to day basis. The project coordinator did also send reminders of deadlines by e-mail but primarily to participants in the teacher training and to partners, when special stuff had to be discussed or in the case of challenges or deadlines which hadn't been fulfilled by the partner.

Beside the above means of management the person from VIFIN in charge of the budget, participated in the kick-off meeting and in the 4th partner meeting (in the very beginning of the second year) to remind the partners of agreements, needs, procedures etc. and answer questions.

Monitoring: How were the progress, quality and achievement of project activities monitored? Please describe the qualitative and quantitative indicators you used. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Monitoring of progress, quality and achievement of the project activities was monitored by AEWB (Niedersächsischer Bund für freie Erwachsenenbildung e.V.).

It was carried out via three kinds of internal evaluations:

1. Partner meetings
2. Partners contentment
3. Internal communication.

For each kind of evaluation ONE evaluation form was filled by each partner. If more persons was involved from a specific partner, they agreed on their common response.

1. Partner meetings

All partner meetings were evaluated for

- time management,
- efficiency,
- working atmosphere,
- and results.

This helped to slightly adjust approaches to meetings to secure maximum effectiveness in the work processes and contentment among partners. All surveys were anonymous. Partners ranked their contentment with different aspects of meetings from 1 (not enough) to 5 (excellent). For the online meetings the questionnaire was converted into an online survey using the same questions.

2. Partner contentment

Partners' contentment was charted every six months. An anonymous survey asked partners to rank their satisfaction with

- internal procedures,
- work load,
- project progress,
- project coordination and management,
- value of project for organisation

3. Internal Communication

The quality of internal communication procedures was evaluated at every six months point. This survey asked about relevance and effectiveness of

- calls
- meetings
- Trello as document management platform.

The final evaluation at the end of the project was not conducted through the same survey but using a tool called 'emotional landscape'. It charted contentment with a) the overall project experience, b) communication, c) coordination, and d) applicability of results.

All results were compiled into reports by AEWB and distributed to partners via Trello to achieve maximum transparency. This also allowed the consortium to address any perceived issue and make adjustments where necessary. On average, partners were very content with project progress as well as the effectiveness of management, and no conflict occurred. Comments did, for example, allow the coordinator to adjust Trello as a document management system when partners mentioned they found it confusing.

Evaluating at regular intervals using the same questions was aimed at comparability of results, however, due to Covid-19 putting a stop to travelling this was not the case in regard to TMs. Thus, the results of TM evaluation defy comparison. The pressure to conduct full TMs online means that group satisfaction at this point cannot be compared to group satisfaction at earlier points because the circumstances changed so significantly. Results were still instructive as reflections of the mood at the point of evaluation but comparison to earlier results is not useful – so they remain stand-alone expressions of the status quo. The surveys also reflect which approaches worked well/not so well in extended online meetings. The coordinator was very committed to making the meetings interactive and fun despite the challenges and this was reflected in the partners' comments.

The final evaluation of the project showed, how much all partners enjoyed working on the project and within the team.

See Annexes: "Final evaluation report" and "All evaluations".

Evaluation: How did you evaluate to which extent the project reached its results and objectives? What indicators did you use to measure the quality of the project's results?

Evaluation of results and objectives of the project was evaluated

- 1 - via the participating teachers, who participated in the piloting of the training and the platform, took part in virtual and/or face-to-face trainings as well as produced and published three videos on the V-PAL platform.
- 2 - via participants in the final conference

1. Evaluation via participating teachers

Participating teachers filled 3 surveys during the time, they took part in the project:

- *Before the training started
- *In the middle of the training
- *By the end of the training

Each survey was a mix of rating and open questions. Some of the content covered: their previous experience, expectations, uptake of what they learned, feasibility and transferability of the approach, suggested improvements, what they did and did not enjoy about the experience, etc.

The results gave the project team insight into how well-guided and prepared the participants felt for their tasks, what improvements they suggest for the approach, what they did and did not enjoy about the experience, etc. This feedback allowed the team to improve the platform user experience and informed the development of self-study materials (the Handbook) supplied to future users. The results of all three surveys were again compiled into reports and presented to all partners. Results were also actively incorporated into strategic planning, e.g. adjusting the agenda for the second webinar to incorporate some topics participants had shown extended interest in.

The results of this evaluation trajectory also benefit future users of the platform, because they shed useful information such as how long it took participants to produce a video (asking them to take the average of all three videos and assuming that they got faster with practice). Partners used these results to cross-reference the goals and objectives set for the project at its inception, thus allowing them to track progress throughout.

The face-to-face training was evaluated through a questionnaire while the online events were evaluated using digital tools during or after the sessions. This was due to the webinars offering the setting for immediate, informal and anonymous feedback while the nature of the face-to-face event required more formal evaluation procedures. Again, the results were presented to all partners and feed into different development processes. While the evaluation results for the webinars went into immediate planning for the next ones, the results for the face-to-face training and final conference (see below) are useful long-term to improve the valorisation strategy for the V-PAL platform and course. They allow partners to adjust materials and training strategies where needed but also to further improve the user experience of the platform.

2. Evaluation via participants in the final conference

The final conference was evaluated through an online survey. Participants rated their experience in terms of value for their own work, transferability to their own work, motivation to join the community, and if the event gave them a good idea of how to use platform. The rating went from 1 (disagree strongly) to 5 (agree strongly). More than 90% of respondents rated all the questions 4 or 5. They were also asked what they enjoyed particularly about the V-Pal approach (most prominent: sharing and learning from one another, exchange, community), to give comments on the webinar itself (prominent examples: more good practice examples, how to motivate oneself and students to act naturally in front of the camera, a little long) and to comment on what ways they saw for themselves to apply the V-PAL approach in their work lives (prominent answers: gaining inspiration, sharing in a community, option for self-reflection, etc.).

Overall, the extensive evaluation procedures conducted during the project served different purposes: a) improving internal procedures and optimising cooperation between partners to conduct the project efficiently; b) improving the experience for teachers participating (during the project and in future) in the V-PAL project and community. The consortium collected both quantitative (open statements by teachers and participants) as well as qualitative (rating various aspects of the experience) data, which offered a solid base for partners to regularly check if they were going in the right direction and planning the platform in accordance with teacher needs. The input gained from teachers at regular intervals proved crucial to designing the best user experience possible. It was also obvious that both project partners as well as teachers enjoyed working in the project tremendously, making it a success from a professional as well as inter-personal stand point.

See Annexes: "Final evaluation report" and "All evaluations".

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How did you handle project risks (e.g. conflict resolution processes, unforeseen events, etc.)?

During the project life time we encountered three different kinds of difficulties:

1. Recruiting teachers to the Teacher Training Event and keep teachers active

The consortium worked very seriously on how to recruit teachers considering all the obstacles, teachers might have to participate and finding solutions, but still it turned out to be difficult to recruit the needed teachers. This meant that we were not able to have two teachers from each attending school. Thus teachers was not able to mentor each other (the one participating in the Face to face event supporting the teacher who only attended online). Thus we did the following:

*Produced tutorials on the different phases of the production and giving feedback ready to use immediately after the face to face teacher training event

*Paired online and face-to-face teachers in buddy-pairs - across countries: to get all to know each other and to secure, that the online teacher had support from a teacher who participated face-to-face

*Asked teachers who participated in the face to face event to video record a tip from the days to share with online participating teachers

IPF turned out not to be able to recruit teachers to go to the Face to Face training in Denmark. The other partners then offered more of their participants to go to Denmark, but only one partner (AEWB) was able to have another teacher to travel.

To get more teachers in all partners did, when they had one new participant encourage the person to ask if any of his/hers colleges would like to attend online.

Another challenge was to keep participating teachers active during all 6 month of the training. To have as much activity as possible the consortium did the following:

*Set fixed days, where teachers had to upload videos, comment on videos and react to comments (always Wednesday to keep it easy to remember)

*Reminded participants of the tasks, before - and if not fulfilled - after the deadline. This by individual e-mails.

*Uploadede #VPALWednesdays video to the platform to encourage the teachers to be there - and also to show activity by the consortium

2. One partner not delivering as expected

During the project it turned out, that the Spanish partner (IPF) were not able to deliver as expected in the project. They didn't managed to recruit more than 4 out of 10 teachers - and they never got active in the Teacher Training Event. When contacted by the coordinator one of the participants indicated not to know about the teaching (not having recieved the expected information as supposed to) and the rest never answered. At the same time, IPF were not able to be in charge of their work package. The coordinator tried to support the work, but it turned out, that this took even more time, than if the coordinator did the work alone. Thus the coordinator chose to take over the responsibility of IO3 and distribute more specific tasks to other partners. Collectively the rest of the consortium managed to produce, as promised. At this time IPF had a new project manager. This persons for different reasons wasn't able to attend online partner meetings. The coordinator then had individual meeting with the person to get the her into the project. It was emphasized that it was extremely important that the she took part in the coming partner meeting and in the final conference - to actually be able to do a multiplier event in Spain. Unfortunately the new project manager had a lot of difficulties understanding what the project was all about - even though she got access to recordings of the teacher training, the V-PAL Platform etc. With Covid-19, which meant that the two last partner meeting were held online, and that the final conference was held online, the coordinator decided to move the Spanish Multiplier event to Germany (who took lead on the final event instead of Romania). The consortium had hoped, that we would be able to do face-to-face multiplier events - and the German partner had a lot of interested persons which made it reasonable for them to carry out a ME. Due to Covid-19 AEWB wasn't able to do a face-to-face multiplier event in the end.

3. COVID-19

COVID-19 meant that the project had to end up with online activities instead of face to face. It did turn out to be advantageous for the project though. The consortium chose to do the final conference online and had a 3,5 hours event. 169 persons signed up for this - and 80 persons attended. All got the recording and materials from the event, which mant, that the disseminations went much further than it would have, if it had been a face to face event. More of the multiplier events was in the same way carried out online. In Denmark it meant, that it was possible to turn it into a minor training in the Peer Practice method. More teachers did produce Peer Practice videos in connection with the online course - and thereby got real hand on experience. The coordinator of the project work to have some of those videos uploaded to the V-PAL Platform.

5. Implementation

this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

Please describe the project activities and expenses covered with the Project Management and Implementation grant. If the requested amount is different from the automatically calculated one based on the project duration, please explain why.

The Project Management and Implementation grant has been used for the following activities.

Overall project management:

Forming the project management handbook, setting up TRELLO as the communication platform, forming agendas and writing minutes in relations to physical and online partner meetings. Set up the online meeting room for online partner meetings. Preparation for partner meetings. Travel time in relation to partner meetings.

Finacial managment:

Control on the budget, management of time sheets etc.

Communication:

Writing communication plans, working on the stakeholder analysis, writing dissemination reports with documentation, different kind of dissemination (SoMe, website, leaflet, newsletter etc.). Roll-out plan

Teacher Training:

Practical arrangement in connection to the face-to-face teacher training.

Final conference and local multiplier events:

Set up the online meeting room for final conference (and in Denmark for the local multiplier event)

Actual events.

Writing this report with annexes.

Discussions on sustainability

Due to the fact, that the budget for IO4, Evaluation, was cut, and the partnership still wanted to do a proper work on this, they decided each to transfer 535 Euro to AEWB to cover this work.

Please describe the methodology you applied in your project.

V-PAL is based on the Peer Practice methodology. This is a videoethnographic method, where teachers document and share their teaching practice through 3 - 5 minutes long videos. In V-PAL the methodology is used on language teachers within adult education. One of the innovative parts of the project is the development of the V-PAL Platform, which enable teachers to share and discuss their videos in an online community - specially developed for this purpose.

To reach the goal, the partner consortium first of all got to know the Peer Practice method themselves. Nicolai Seest from @LEARNING told the partnership about the method and possible benefits. This was used as the outset for both the development of the Teacher Training Course/Event and the development of the V-PAL Platform. Forming the Teacher Training Course/Event, the partnership used their experiences and knowledge about teaching language to adults and they used knowledges gained by participants in the recruitment phase.

The Teacher Training took part online as well as face to face. Since the online format was new to all partners beside VIFIN, VIFIN handed over their experiences to the other partners to make it possible for them, to get involved in the planning and to contribute to the actual training. Adobe Connect was used as the training room. To get to know Adobe Connect this was also used for online partner meetings. This meant, that all partners felt at home in the online training room and was able to help teachers to get onboard.

For the face-to-face teacher training @LEARNING shared experiences with other training sessions in relation to Peer Practice. Partners was then able to further develop it and give input for the structure and content. Due to challenges in the recruitment of teachers, part of the preparation became to find ways to make sure, that ALL teachers (face-to-face/online and only online) felt as part of the community and felt at ease with the training.

All partners took part in the recruitment of teachers for the teacher training. To make it easier for teachers and schools to know, if they would like to participate and what to expect, the partnership developed more documents telling about the Peer Practice Method, about the benefits of Peer Practice, and expectations to teacher who wanted to participate (see annexes). Both in the online as and the face-to-face teacher training time was reserved to get to know each other in a more personal way. This to make it more easy to share teaching practice. Before the start all teachers started produced a video presentation of themselves. Face-to-face participants shared the story of a personal item on the first training day. All online teaching started by an informal activity, which was meant to set a nice atmosphere and get to know each other. This to get the participants to get an interest in each other and to keep motivation for the project. More initiatives was taken to keep a warm and nice atmosphere and to keep up the motivation among the teachers, making sure, they did dare to show and share personal sites.

The implementation V-PAL where teachers had to produce, upload and discuss at least three Peer Practice videos each was supported by a clear plan for all processes with regular, easy to remember deadlines (always on Wednesdays). At the same time the partnership send reminders to the teachers, commented on their videos when uploaded and asked curious and interested questions.

Design and functionality of the V-PAL Platform was discussed, prioritized and agreed on in the partnership before the the development began. During the development the partnership gave feedback and after the launch at the teacher training, participating teachers did so as well - at the teacher training and by the end of the implementation phase and the final conference. Revisions of the platform was done in relation to this feedback.

Production of the V-PAL Handbook and motivational video took place as a collaboration within the partnership. Based on the experiences from the teacher training, feedback from participants and challenges in relation to the recruitment of teachers the partnership decided to expand the handbook to become more interactive and with a lot of instructional videos. This meant that teachers only participating online - like future users of the V-PAL Platform will - got more support in their competence development. The handbook thus was produced both as an online and a printable pdf-version. Since the handbook contained all, that an instructional video was supposed to contain, the partnership chose to change the instructional video into a motivational video, focusing more of the use and benefits of the V-PAL Platform/community, than on the actual production of videos.

Evaluation in relation to the teacher training, the V-PAL Platform and the overall project has been carried out to be able to make adjustments on the way in relation to the given feedback.

How did the project partners contribute to the project? Please detail specific contributions made by the partner organisations.

AEWB - evaluation and monitoring. Doing evaluation of every partner meeting, sending and analysing surveys to participants in teacher training and in final event. Recruiting teachers to the teacher training event. Specific role at teacher training and final event. Writing parts of the V-PAL Handbook. Writing parts of the contribution to the 6th e-Learning Excellence Award contribution. Giving feedback and input to the V-PAL Platform.

SPEKTRUM - Dissemination - keeping track of dissemination, disseminating to international platforms, institutions etc. Creating design and logo to the project. Setting up the design of the V-PAL Handbook - online and PDF-version. Creating the template for the general information of the project. Recruiting teachers to the teacher training, giving feedback on the V-PAL Platform.

SYNTHESIS - Creating the roll-out for the project. Writing parts of the V-PAL Handbook and proofreading it. Proof reading of the 6th e-Learning Excellence award contribution. recruiting teachers for the teacher training, in charge of the panel discussion of the final conference, giving feedback to the V-PAL Platform, specifying the "short description" of V-PAL.

&LEARNING - planning the teacher training event, developing relevant hand-outs in connection to the teacher training, defining the feedback diamond, giving speeches and feedback at the online training and in the final conference. Securing the discussion on sustainability. Presenting V-PAL at the 6th e-Learning Excellence Award competition.

IPF - contribution to the usability and technical requirements of the V-PAL Platform, trying to recruit teacher to the teacher training event, disseminating on the project in the first year of the project. translation of consent form into Spanish.

VIFIN - developing of the V-PAL Platform, organisation of online events - meetings, teacher training and final conference. Recruiting teachers for the teacher training, sending regular information to the participating teachers about deadline etc., in charge of the development of the V-PAL Handbook, setting up the online version of the V-PAL Handbook, defining the structure of the handbook, recording and producing tutorials and the instructional video. Writing the 6th e-Learning Excellence award contribution and presenting the project in the competition.

5.1. Transnational Project Meetings

Please briefly describe each of the project's transnational project meetings, including its purpose, main agenda items, the outcome and the participants involved. In case there is a difference between what was planned and what was implemented, please explain why.

Kick-off meeting, Vejle, arranged by VIFIN: Overall purpose: to set the atmosphere for the project and to agree on project management etc. Main agenda items: Project Management Handbook, Peer Practice-method, Design of Teacher Training Course, Budget and administration, Evaluation and Quality Assurance Plan. Project Website, logo and Dissemination plan. All partners beside SPEKTRUM participated. SPEKTRUM had prepared information on the Dissemination though. Main output: agreements on the coming joint work and knowledge of each other and expectations.

2nd Partner Meeting, Malaga. arranged in collaboration between IPF and VIFIN: Overall purpose: to set off planning the Teacher Training Course more in detail, and to identify the needed specification for the V-PAL Platform. This was also the overall main agenda. Since the partnership on the kick-off meeting decided to move the first online teacher training closer to the face to face teacher training, this was not discussed at this meeting. I did also turn out, that to audit the teacher training course was way too early, so this meeting centered around the basics of the course and an in depth discussion on the recruiting of teachers, and how to give them the best idea of what to expect. All partners were represented at this meeting. Main outcome: Knowledge on requirements for the V-PAL Platform, and recruitment of teachers for the teacher training event.

3rd Partner Meeting, Hannover, arranged in collaboration between AEWB and VIFIN: Overall purpose: to set the base to be ready for the online and face to face teacher training, including getting the V-PAL Platform ready. Main agenda: The teacher training face to face and online. The V-PAL Platform. All partner were represented at this meeting. Main outcome: Planning of the teacher training event and "finalization" of the V-PAL Platform.

4rd Partner Meeting, Vejle, arranged in collaboration between &LEARNING and VIFIN: Overall purpose: To be ready for the face to face teacher training event and activity with teachers the next 6 months. Main agenda items: Teacher Training, V-PAL Handbook and instructional video. The V-PAL Platform. Problems in recruiting teachers and problems with the Spanish Partner in charge of IO3 (Handbook and instructional video) meant, that the partnership had to take more in depth discussion on the V-PAL Handbook and instructional video at this time. Distribution of tasks and speeding up the proces to help teachers only participating online in the process meant, that the consortium had to focus on this in stead of roll-out. It did also turn out, that teachers at this time was not able to give valuable input to feedback, this only became possible by the end of the project. Surveys for the teachers had been managed on earlier online partner meetings and by discussion in the communication platform TRELLO. All partners beside IPF participated. Main outcome: Discussion on the tackling of the V-PAL Handbook, Preparation and evaluation of the teacher training and further work on it.

5th Partner Meeting, online, arranged by SYNTHESIS and VIFIN in collaboration: Overall purpose: To get ready for the finalization of the project. Main agenda: The V-PAL Handbook and instructional video, sustainability of the project, Final Conference and Multiplier Events. Partners represented all the time: AEWB, SYNTHESIS, SPEKTRUM, VIFIN. &LEARNING in a minor part of the meeting due to illness. IPF didn't participate. Main outcome: Finalization of the V-PAL Handbook, strategies for the coming online final conference Tackling of the situation with COVID-19.

6th Partner Meeting, online, arranged by VIFIN: Overall purpose: To get ready to report the project. Main agenda: Final evaluation, report and sustainability. Partners chose to move this partner meeting to the end of the project. they had hoped to be able to meet face to face by then - and at the same time, they were then able to discuss the possible result of taking part in the 6th e-Learning Excellence Award. This meant, that all partners had carried out their Multiplier Events at this time. All partners beside IPF represented. Main outcome: Evaluation.

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

| | |
|---------------|-----------------------------|
| Meeting ID | 47086-TPM-00001 |
| Meeting Title | 1 - Kick Off Vejle, Denmark |

| | |
|-----------------------------------|--|
| Description of the meeting | The goals at the kick-off meeting are to: 1) sign the Partner Agreement, 2) clarify management task, 3) develop the project's website 4) establish project management team, 5) approve the evaluation plan, 6) discuss the quality assurance plan, 7) discuss the dissemination plan, 8) discuss the content and technical set up of the Videobased Peer Practice training course, related tasks will be distributed among the partners. |
| Start Date | 25/10/2018 |
| End Date | 26/10/2018 |
| Receiving Organisation | Videnscenter for Integration |
| Receiving Country | Denmark |
| Receiving City | Vejle |
| No. of Participants | 5 |

| | |
|-----------------------------------|--|
| Meeting ID | 47086-TPM-00002 |
| Meeting Title | 2 - Partner Meeting Málaga, Spain |
| Description of the meeting | The goals of the meeting are to: 1) Audit the Videobased Peer Practice training course, 2) Prepare for the online Teacher Training Event, 3) Discuss the design of the V-PAL platform, task will be distributed related to the platform development. |
| Start Date | 29/01/2019 |
| End Date | 30/01/2019 |
| Receiving Organisation | IPF INTERNATIONAL CONSULTING SL |
| Receiving Country | Spain |
| Receiving City | MALAGA |
| No. of Participants | 8 |

| | |
|-----------------------------------|--|
| Meeting ID | 47086-TPM-00003 |
| Meeting Title | 3 - Partner Meeting Hannover, Germany |
| Description of the meeting | The goals of the meeting are to: 1) review the V-PAL platform and decide on the improvements, 2) Prepare the face-to-face Teacher Training Event, 3) distribute work tasks related to the event. |
| Start Date | 11/09/2019 |
| End Date | 12/09/2019 |
| Receiving Organisation | Niedersächsischer Bund für freie Erwachsenenbildung e.V. |
| Receiving Country | Germany |
| Receiving City | Hannover |
| No. of Participants | 7 |

| | |
|-----------------------------------|--|
| Meeting ID | 47086-TPM-00004 |
| Meeting Title | 4 - Partner Meeting Copenhagen, Denmark |
| Description of the meeting | The goals of the meeting are: 1) review the teachers' formulated guidelines for feedback, 2) distribute tasks related to writing the V-PAL handbook, 3) agree upon the roll-out, 4) agree upon the questionnaires for the language teachers and course participants, 5) discuss evaluation process |
| Start Date | 11/11/2019 |
| End Date | 14/11/2019 |
| Receiving Organisation | &LEARNING |
| Receiving Country | Denmark |
| Receiving City | Vejle |
| No. of Participants | 5 |

| | |
|-----------------------------------|--|
| Meeting ID | 47086-TPM-00005 |
| Meeting Title | 5 - Partner Meeting Nicosia, Cyprus |
| Description of the meeting | The goals of the meeting are to: 1) Assess the V-PAL handbook and agree upon improvements, 2) present results of the evaluation questionnaire (highlight good practices), 3) examine the activity at the V-PAL platform, 4) Preparation of the Final Conference and distributing work tasks. |
| Start Date | 27/04/2020 |
| End Date | 29/04/2020 |

| | |
|------------------------|---|
| Receiving Organisation | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED |
| Receiving Country | Cyprus |
| Receiving City | LEFKOSIA |
| No. of Participants | 6 |

| | |
|----------------------------|--|
| Meeting ID | 47086-TPM-00006 |
| Meeting Title | 6 - Partner Meeting Miercurea Ciuc, Romania |
| Description of the meeting | The goals of the meeting are to: 1) agree and distribute the final tasks, 2) decide upon the local multiplier event, 3) review the final evaluation, 4) prepare the final report of the project. |
| Start Date | 29/10/2020 |
| End Date | 29/10/2020 |
| Receiving Organisation | Fundatia Centrul Educational Spektrum |
| Receiving Country | Romania |
| Receiving City | Miercurea Ciuc |
| No. of Participants | 7 |

| | |
|------------------------------|----|
| Total Number of Participants | 38 |
|------------------------------|----|

5.2. Intellectual Outputs

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

| | |
|--|---|
| Output Identification | O1 |
| Output title | Development of the Videobased Peer Practice training course |
| Output Type | Course / curriculum – Design and development |
| Description of the intellectual output | The training course on Videobased Peer Practice will educate the teachers in the Peer Practice methodology and how to design video scripts and record videos. It will concentrate on how to gain a deep insight into the teachers' training reflections and how to communicate these to the other teachers through videos. The teachers' videos will contain: 1) oral description of their preparation, learning goal and teaching methodology, 2) the actual teaching practice in class and 3) reflections on how successfully the didactic methodology was implemented during the course e.g. what went well and which aspects caused problems. The training course will provide the language teachers with the necessary methodological knowledge and didactic practices to develop their own videos. The teacher training course will be implemented during three training events: one face-to-face training and two online trainings, which will be structured like this: 1) Online Teacher Training Event which will focus on didactic methodology in relation to recording videos 2) Face-to-face Teacher Training Event on the practice of developing a script, record: introduction, practice and reflection of the didactic approach, and give feedback. It will also introduce the teachers to the V-PAL platform 3) The second Online Teacher Training Event will happen a couple of months into the teachers' online Peer Practices. In groups, the teachers will discuss their experiences, problems and ideas for improvements. The teachers will get advice on how to improve their videos and feedback. The online teacher training events will happen on Adobe Connect that enables online face-to-face communications, online chat possibilities and it can host several smaller group work at the same time, this will especially be useful during the online Teacher Training Event, where the teachers will be working in groups. The online teacher training event are necessary to get the teachers' opinions/feedback on the training materials. However, budget-wise, it will NOT BE COUNTED as part of IO1. The budget for IO1 will be based on the actual development of the training course. |
| Start Date (dd-mm-yyyy) | 01/09/2018 |
| End Date (dd-mm-yyyy) | 31/08/2020 |
| Available Languages | English |
| Available Medias | Interactive Resource, Text |
| Leading Organisation | &LEARNING |
| Participating Organisations | Niedersächsischer Bund für freie Erwachsenenbildung e.V., IPF INTERNATIONAL CONSULTING SL, Fundatia Centrul Educational Spektrum, SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED, Videnscenter for Integration |

| | |
|--|---|
| Output Identification | O2 |
| Output title | Development of V-PAL platform |
| Output Type | Services / structures – E-learning platform |
| Description of the intellectual output | The V-PAL platform will serve as the forum for the online Peer Practice. The teachers will upload their videos on it and receive feedback from the fellow teachers. Thus, a fruitful dialogue may occur in the blog comment underneath the videos, generating inspiration for all the participating teachers. The platform will be accessible for other language teachers after the project and encourage the development of an even greater professional learning community. The platform will consist of selected themes that reflect the teachers' current focus in their language training. The teachers will upload their didactic approach within a particular theme. It will be possible to expand the number of themes, when needed. It would also be possible for the consortium to add the possibility to rate the videos and achieve notifications if someone comments on a video or feedback. |
| Start Date (dd-mm-yyyy) | 01/09/2018 |
| End Date (dd-mm-yyyy) | 31/08/2020 |
| Available Languages | English |

| | |
|------------------------------------|--|
| Available Medias | Interactive Resource, Video |
| Leading Organisation | Videnscenter for Integration |
| Participating Organisations | Niedersächsischer Bund für freie Erwachsenenbildung e.V., &LEARNING, IPF INTERNATIONAL CONSULTING SL, Fundatia Centrul Educational Spektrum, SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED |

| | |
|---|---|
| Output Identification | O3 |
| Output title | Development of handbook |
| Output Type | Learning / teaching / training material – Manual / handbook / guidance material |
| Description of the intellectual output | The handbook will contain guidelines of how to develop the videos and how to give constructive feedback. It will also include best practices from the project and advice from the teachers. As such, it will have the functionality as a manual and serve as a book for inspiration to new participants. It will be uploaded on the platform and the project's website, which will make it easy to access and use. A short introduction video will be recorded to supplement the handbook. It will show the processes of the videobased Peer Practice i.e. developing script, record, edit, upload and give feed back. Thus, the video will visualize the guidelines written in the handbook. |
| Start Date (dd-mm-yyyy) | 01/09/2018 |
| End Date (dd-mm-yyyy) | 31/08/2020 |
| Available Languages | English |
| Available Medias | Video, Text |
| Leading Organisation | IPF INTERNATIONAL CONSULTING SL |
| Participating Organisations | &LEARNING, Niedersächsischer Bund für freie Erwachsenenbildung e.V., Fundatia Centrul Educational Spektrum, SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED, Videnscenter for Integration |

| | |
|---|--|
| Output Identification | O4 |
| Output title | Evaluation |
| Output Type | Methodologies / guidelines – Evaluation method and tool |
| Description of the intellectual output | The evaluation of V-PAL serves to improve the project, hereunder the Videobased Peer Practice training course, the V-PAL platform and the Peer Practice activity. The ongoing evaluation of the project management aims to gain an overview of the fulfillment of milestones and to improve the partnership. |
| Start Date (dd-mm-yyyy) | 01/09/2018 |
| End Date (dd-mm-yyyy) | 31/08/2020 |
| Available Languages | English |
| Available Medias | Text, Text File |
| Leading Organisation | Niedersächsischer Bund für freie Erwachsenenbildung e.V. |
| Participating Organisations | Fundatia Centrul Educational Spektrum, SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED, &LEARNING, Videnscenter for Integration, IPF INTERNATIONAL CONSULTING SL |

5.3. Multiplier Events

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

| | |
|--|--|
| Event Identification | E1 |
| Event Title | Final Conference |
| Description of the multiplier event | A one day conference will be held to present the final outputs to relevant stakeholders and for dissemination purposes. As the main objective of this project is to develop and expand a Videobased Peer Practice network among language teachers, this event will introduce the V-PAL to local, national and international partners, stakeholders, researchers, managers and language teachers will be invited to the conference. The event includes: an introduction to the V-PAL training course and a demonstration of the V-PAL platform. The results of the evaluation will also be presented to encourage the stakeholders to take part in the online Peer Practice. It will be attended by 40 local participants and 10 international participants. The Final Conference aims to: a) Inform the stakeholders about the project's objectives and activities b) Present the established Peer Practice network on the V-PAL platform and demonstrate how it works. The local teachers, who have participated in the project, will show their videos and give an account of their experience of participating in the Peer Practice. c) Present the evaluation and demonstrate the effectiveness and efficiency of V-PAL, here the short introduction videobased on the V-PAL handbook will be presented as well. |
| Country of Venue | Germany |
| Start Date (dd-mm-yyyy) | 27/05/2020 |
| End Date (dd-mm-yyyy) | 27/05/2020 |
| Intellectual Outputs Covered (using Output Identification number) | O2;O3;O1 |

| | |
|--|---|
| Leading Organisation | Niedersächsischer Bund für freie Erwachsenenbildung e.V. |
| Participating Organisations | Videnscenter for Integration, Fundatia Centrul Educational Spektrum, SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED, IPF INTERNATIONAL CONSULTING SL |
| Event Identification | E2 |
| Event Title | Local presentation of V-PAL |
| Description of the multiplier event | As the main objective of this project is to develop and expand a videobased Peer Practice network among language teachers, this event will introduce the V-PAL to relevant stakeholders such as national language centers, language teachers, NGOs, and policy makers. The event includes: an introduction to the V-PAL training course and a demonstration of the V-PAL platform. The results of the evaluation will also be presented to encourage the stakeholders to take part in the online Peer Practice. The language teachers who participated in the project are suppose to take part in the local multiplier events. The national events aim to: a) Inform the stakeholders about the project's objectives and activities b) Present the established Peer Practice network on the V-PAL platform and demonstrate how it works. The local teachers, who have participated in the project, will show their videos and give an account of their experience of participating in the Peer Practice. c) Present the evaluation and demonstrate the effectiveness and efficiency of V-PAL, here the short introduction videobased on the V-PAL handbook will be presented as well. Methodology: As soon as the V-PAL training course and platform are developed, SYNTHESIS will design a methodology and implementation plan for the national events providing the necessary assistance to partners. |
| Country of Venue | Denmark |
| Start Date (dd-mm-yyyy) | 18/08/2020 |
| End Date (dd-mm-yyyy) | 18/08/2020 |
| Intellectual Outputs Covered (using Output Identification number) | O4;O1;O2;O3 |
| Leading Organisation | Videnscenter for Integration |
| Participating Organisations | |
| Event Identification | E3 |
| Event Title | Local presentation of V-PAL |
| Description of the multiplier event | As the main objective of this project is to develop and expand a Videobased Peer Practice network among language teachers, this event will introduce the V-PAL to relevant stakeholders such as national language centers, language teachers, NGOs, and policy makers. The event includes: an introduction to the V-PAL training course and a demonstration of the V-PAL platform. The results of the evaluation will also be presented to encourage the stakeholders to take part in the online Peer Practice. The language teachers who participated in the project are suppose to take part in the local multiplier events. The national events aim to: a) Inform the stakeholders about the project's objectives and activities b) Present the established Peer Practice network on the V-PAL platform and demonstrate how it works. The local teachers, who have participated in the project, will show their videos and give an account of their experience of participating in the Peer Practice. c) Present the evaluation and demonstrate the effectiveness and efficiency of V-PAL, here the short introduction videobased on the V-PAL handbook will be presented as well. Methodology: As soon as the V-PAL training course and platform are developed, SYNTHESIS will design a methodology and implementation plan for the national events providing the necessary assistance to partners. |
| Country of Venue | Germany |
| Start Date (dd-mm-yyyy) | 24/09/2020 |
| End Date (dd-mm-yyyy) | 24/09/2020 |
| Intellectual Outputs Covered (using Output Identification number) | O3;O1;O2;O4 |
| Leading Organisation | Niedersächsischer Bund für freie Erwachsenenbildung e.V. |
| Participating Organisations | |
| Event Identification | E4 |
| Event Title | Local presentation of V-PAL |
| Description of the multiplier event | As the main objective of this project is to develop and expand a Videobased Peer Practice network among language teachers, this event will introduce the V-PAL to relevant stakeholders such as national language centers, language teachers, NGOs, and policy makers. The event includes: an introduction to the V-PAL training course and a demonstration of the V-PAL platform. The results of the evaluation will also be presented to encourage the stakeholders to take part in the online Peer Practice. The language teachers who participated in the project are suppose to take part in the local multiplier events. The national events aim to: a) Inform the stakeholders about the project's objectives and activities b) Present the established Peer Practice network on the V-PAL platform and demonstrate how it works. The local teachers, who have participated in the project, will show their videos and give an account of their experience of participating in the Peer Practice. c) Present the evaluation and demonstrate the effectiveness and efficiency of V-PAL, here the short introduction videobased on the V-PAL handbook will be presented as well. Methodology: As soon as the V-PAL training course and platform are developed, SYNTHESIS will design a methodology and implementation plan for the national events providing the necessary assistance to partners. |
| Country of Venue | Romania |
| Start Date (dd-mm-yyyy) | 05/10/2020 |
| End Date (dd-mm-yyyy) | 06/10/2020 |

| | |
|--|---------------------------------------|
| Intellectual Outputs Covered (using Output Identification number) | O1;O4;O3;O2 |
| Leading Organisation | Fundatia Centrul Educational Spektrum |
| Participating Organisations | |

| | |
|--|---|
| Event Identification | E5 |
| Event Title | Local presentation of V-PAL |
| Description of the multiplier event | As the main objective of this project is to develop and expand a Videobased Peer Practice network among language teachers, this event will introduce the V-PAL to relevant stakeholders such as national language centers, language teachers, NGOs, and policy makers. The event includes: an introduction to the V-PAL training course and a demonstration of the V-PAL platform. The results of the evaluation will also be presented to encourage the stakeholders to take part in the online Peer Practice. The language teachers who participated in the project are suppose to take part in the local multiplier events. The national events aim to: a) Inform the stakeholders about the project's objectives and activities b) Present the established Peer Practice network on the V-PAL platform and demonstrate how it works. The local teachers, who have participated in the project, will show their videos and give an account of their experience of participating in the Peer Practice. c) Present the evaluation and demonstrate the effectiveness and efficiency of V-PAL, here the short introduction videobased on the V-PAL handbook will be presented as well. Methodology: As soon as the V-PAL training course and platform are developed, SYNTHESIS will design a methodology and implementation plan for the national events providing the necessary assistance to partners. |
| Country of Venue | Cyprus |
| Start Date (dd-mm-yyyy) | 10/10/2020 |
| End Date (dd-mm-yyyy) | 24/10/2020 |
| Intellectual Outputs Covered (using Output Identification number) | O4;O3;O1;O2 |
| Leading Organisation | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED |
| Participating Organisations | |

5.4. Learning/Teaching/Training Activities

Please summarise all short-term learning, teaching or training activities organised by your partnership and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what has been implemented, please explain why.

The Teacher Training Event took place in Vejle and lasted three days. Here teachers from four of the five partner countries got to know each other and the method of Peer Practice on a practical level. They got a recap of the Peer Practice method and the Didactical framework behind (introduced in depth at the former online teaching. They were trained in choosing a practice to record, prepare the recording, record and edit. The training did also touch upon giving feedback and using the V-PAL Platform. At the same time they were involved in the discussion on how to involve teachers, who did only take part in the training online. Finally they were introduced to the further assignments, deadlines etc. connected to the training.

This meant that teachers participating in the face-to-face training all produced one Peer Practice video during the training days, and thus was able to show the rest of the teachers what a Peer Practice-video was like and at the same time they were able to share tips & Tricks in the production, which they had discovered during the training. The face to face training did also mean, that the consortium got a closer connection to those teachers and could in that way better keep in contact and motivate the teachers to work in the coming month. The consortium did also learn, where difficulties would occur and was in that way able to foresee challenges and find solution to overcome them. Finally the teachers in the face-to-face training gave valuable input to the V-PAL Platform, which made it possible for the consortium to revise it after the training.

Please summarise all long-term learning, teaching or training activities organised by your partnership and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what was implemented, please explain why.

We had not as such long-term learning, teaching or training activities. But - the short teacher training activity was just the base to actually build the learning community, which was the goal for V-PAL. Teachers did in a period of 6 month participate in online and face-to-face training and did produce more Peer Practice-videos and gave feedback to each other. We scheduled those activities, so that all teachers did know, the deadline for producing, giving feedback and commenting on feedback on all three videos, which they were supposed to produce as part of the project. They did also know, when we expected them to fill surveys to help us form the teaching, improving the platform etc.

The six month of training, production of Peer Practice videos, giving feedback etc. gave valuable input for the V-PAL Handbook and of course formed the base of the V-PAL Community (the V-PAL Platform), which the consortium want to work to keep alive also after this project. This ought to be easier with the base of videos already produced.

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

| | |
|--|---|
| Activity No. | C1 |
| Field | ADULT |
| Activity Type | SP-ADULT-SHORT |
| Description of the activity | The activities will mainly be training in videoproduction and giving constructive online feedback. The participants are five teachers from each partner country, as two of the partners are from Denmark, five Danish teachers will participate. One staff member from each partner will participate and two staff members from &LEARNING, as they will lead the event. |
| Country of Venue | Denmark |
| No. of Participants | 25 |
| Participants with Special Needs (out of total number of Participants) | 0 |

| | |
|--|---|
| Accompanying Persons (out of total number of Participants) | 0 |
| Is this a long-term activity? | No |
| Funded Duration (days) | 75 |
| Participating Organisations | Niedersächsischer Bund für freie Erwachsenenbildung e.V., Fundatia Central Educational Spektrum, SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED, Videnscenter for Integration, &LEARNING |

5.5. Participants in Learning/Teaching/Training Activities

5.5.1. Participants' Profile

For each activity, please describe the background and profile of the participants involved in the learning, teaching or training activities. How were the participants selected, prepared and supported? If relevant, please describe any practical arrangement set for the participants, including training, teaching or learning agreements.

Teachers for the teacher training event was recruited in collaboration by the five participating countries. Each country did their best to recruit 10 teachers each. 5 who would participate in both the face-to-face teacher training in Denmark and online, and 5 who would like just to participate online. They had to teach adults in a second- or foreign language.

As preparation for the recruitment the consortium agreed on a recruitment guide with 10 criteria to look for in the recruitment, these were: teachers of second- or foreign language and teaching in the period of the teacher training, a respected and supportive colleague, technical flair, didactically strong, a good communicator, English language skills at B1, open minded, able to travel, open minded to social media. Along the recruitment guide, expectations from participating teachers as well as their organizations were developed. These included among others teachers: be open and curious on other teachers teaching practice, willing to learn, willing to use the needed time to produce the Peer Practice-videos, accepting to participate in surveys etc. For the organisations it involved making sure, the teachers would be able to record on a smartphone or tablet (have access to one), give some time to produce the videos, support the teachers in general etc.

Beside the expectations two other documents were prepared and shared with the teachers: Information on Peer Practice, what it is, and possible benefits from taking part in the training. Finally they did also get access to consent forms to use with their students - these were translated into all the partner languages.

All of the above documents were placed at the project website together with a FAQ, which the consortium produced based on possible questions, they expected to get - this was supplemented with real questions in the recruitment phase.

All partners send invitations out in their respective networks. During the recruitment period teachers were able to contact their local partner to know more about the teacher training, clarify questions etc.

After the recruitment all teachers were sent a survey to know about their expectation of the teacher training, their needs in pedagogic and didactics, their former skills with videos etc.

During the Teacher Training teachers got an e-mail from their local representative a week before each deadline, reminding them to upload their Peer Practice-video, giving comments and giving replies for the comments. In case deadlines had not met the project coordinator sent the person an e-mail asking if they needed help of any kind to continue their work. Both local representatives and the technical assistant from VIFIN offered help by e-mail or phone in all periods.

5.5.2. Participants' Recognition

Did your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities?

No

5.5.3. Intensive Study Programmes - Invited teachers

This section doesn't apply for this project

6. Follow-up

6.1. Impact

What was the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?

Evaluation among the participating teachers - face-to-face as well as online showed the following main results:

Participants had very different levels of previous experience with videos. Some used them regularly, some not at all. This is significant, because the consortium was determined the approach should work for all participants, no matter their affinity to technology or their experience. Proof of this approach working is in the fantastic videos resulting from the project as well as in the evaluation surveys. Some participants found the technology challenging, but were glad they tried and appreciated that the project took them out of their comfort zone. Many described a steep learning curve in planning and executing their filming activities, ranging from technology to self-confidence in front of the camera.

Teachers especially valued the following aspects of the experience:

- The community spirit and the option to work together across borders to create better teaching and the help one another;
- watching other teachers' practices gave them inspiration for their own classrooms and encouraged them to be more creative and to have more fun themselves;
- The process of creating the videos encouraged them to think more explicitly about the purpose and execution of the exercises they choose for their classes because they were planning them out as short condensed statement pieces and had to explain them to their 'audience' in very succinct fashion;
- Seeing themselves on video gave them the chance to reflect on their own classroom comportment;
- They had fun trying out this new approach and being creative with their videos.

Broadly speaking, teachers' comments and feedback reflect the two main intended opportunities for working with the platform: a) getting inspiration for their own classrooms from others' videos, and b) improving their own teaching by reflecting more on what they do and why as well as by giving each other feedback.

Some challenges teachers encountered or envisage for the future:

- technology may be challenging for some or even keep them from trying
- (lack of) time to produce videos (especially free-lance teachers)
- learning how to produce videos (invest time to learn and to try out)

Some challenges partners addressed in the handbook produced at the end of the project which walk future new members of the community and platform through the activities. It includes very low-threshold instructions as well as encouraging comments from fellow teachers. It also includes tips on handling technology and the alien feeling (to some) of standing front of the camera.

Overall, final evaluation among teachers participating in the project revealed that

- 93.8% of teachers feel they have benefitted from participating in the V-PAL project
- 84% have improved their teaching
- 90% reflect more on their teaching
- 94% had tried exercises they had found in a video in their own classroom
- 87% want to work more with Peer Practice in the future
- 100% will encourage colleagues to participate in the Platform

Survey from the final event gave the following insight:

Participants were asked what they enjoyed particularly about the V-Pal approach (most prominent: sharing and learning from one another, exchange, community).

Some open comments on what they enjoyed about the V-PAL approach were:

"The simplicity of Peer Education with the own created videos"

"[...] being supervised "in a friendly way" as you said"

"The 'growth mind-set' approach"

Statistically,

*97% of respondents see added value to their work in the V-PAL approach

*94% feel the webinar gave them a good idea of how to implement the V-PAL approach

*97% felt the webinar was engaging and were motivated to join the V-PAL community

*91% felt the webinar gave them a good idea on how to use the platform

Comments from partner at the final partner meeting evaluating the project and the outcome gave the following metaphors on the project: Diving for pearls, a lighthouse, flying high and an adventure - putting words on this the Peer Practice videos from teachers was seen as extremely valuable, it was an inspiring project with a creative international setting, which works as stepping stones to new stories and new places. Even though the project has now ended most of the partners have agreed to meet in the end of January to further discuss possible initiatives in relation to sustainability. This as a proof of the value they found in the V-PAL Project and method as well as the partnership.

See Annexes: "Final evaluation report" and "All evaluations".

What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

The consortium chose to hand in a contribution to the 6th E-Learning Excellence Award 2020 and got a joint 2nd award in a field of very competent contributions from all over the world. The competition had 47 entries and 17 contributors in the final round. A comment from one of the judges in the final presentation was, that she found the project very inspiring. The judges being from both Europe and the USA shows, that the project products is of relevance all over the world and are seen as relevant, innovative and solves a need among teachers. See Annexes: "Award text" and "joint 2nd"

Participants in the final event came from all over the world. Their evaluation of the V-PAL approach support this with 97% seeing added value to their work in the V-PAL Approach. At the same time, 94% felt the webinar gave them a good idea of how to implement the V-PAL Approach.

In Denmark it has been possible to spread the word about V-PAL directly at different language schools. Especially smaller language schools find the V-PAL Community very attractive since it widen their possibility of inspiration from colleges/peers and to have didactic discussions. This supplement the comment from the participating teachers, who among other especially valued the option to work together across borders to create better teaching and to help one another.

Teachers at the teacher training, participants in the Final Event and participants in the multiplier events all comment on the added value of sharing practice by video, having a broader community and a framework to discuss didactic and the possibility to reflect on one own practice as very positive.

Feedback from the wider stakeholders has thus everywhere supported the input from the surveys from the teacher training and the final event (see above).

In relation to the 6th E-Learning Excellence Award 2020 presentation we asked the management of one of the Danish schools, who had teachers participating in the multiplier event, which potential they saw in V-PAL. This is their answer "We see clear potential in using Peer Practice as a method for pedagogical competence development. Peer Practice is an obvious choice of method also into team learning. We have experience with action learning and lesson study as competence development for our teachers and teams and we see Peer Practice as a natural extension. It is an alternative that has the advantage that practice is maintained, and thus it becomes easier to focus on individual elements, to return, to compare and see a development.

As an organization, it is also very important that it supports a sharing culture that we would like to see grow. The V-PAL platform can act as an idea bank and mirror and hopefully also show that it is not necessarily the perfect practice to share, but equally situations where you are in doubt and want to be asked questions by curious and competent colleagues"

How did the project contribute to the achievement of the most relevant priorities as indicated in the description section?

The V-PAL community is hosted by the V-PAL Platform. The members of the V-PAL Platform are all language teachers or managers or the like from language schools around the world. They share and discuss their actual teaching practice - and do so by video. In the videos - and in the discussion in connection to the videos, they do didactical reflections.

Research in the use of video to study practice within the classroom has shown the following positive effects on learning: bridges theory and practice, develops the teachers' pedagogical knowledge and practice and strengthens the ability to reflect on practice. V-PAL contributes to this positive elements and since the videos are available everywhere and at any time, they both extend the educators possibilities of deloping their competences and strengthens the quality of the competence development. In an easy way, the V-PAL Platform gives access to upskilling pathways. One of many soundbites from the participating teachers in V-PAL supports this: "I have improved my teaching and I focus more on why I do as I do when I teach."

No matter which quality your own teaching practice have or which quality the video, you are watching have - you have the possiblity to grow by watching other teachers teaching practice. All teaches do have different strenghts to fill in - and different perspectives to put on the practice, they discuss. At the same time - you have access to teachers from all over the world. This means, that high-quality skills and competences are available and possible to develop by the peer to peer discussion.

Pedagogy and didactics are the core of what is being discussed. And the project did even develop The Didactic Diamond, which gives an objective and uniform framework for the discussions. This means, that all will be in line, in the discussions.

In V-PAL the focus is teaching a second- or foreign language -and thereby also providing better opportunities for second- or foreign language learning.

Peer Practice has been introduced a few years ago in Denmark, but this is the first time, the didactics are the totally specific focus in the discussion and at the same time, it is the first time, that you have a dedicted, secure place to share the Peer Practice videos. The educational method is in this way innovative and have never been seen before.

6.2. Dissemination and Use of Project Results

To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

The main target group of the project has been language teachers working in language centers across Europe - who teach adults in either the national language of the host country or in foreign languages. Beside this target group, the following groups have been targeted by the consortium in the dissemination:

- *language provider institutions and their managers;
- *NGOs working with language teachers;
- *teacher associations, representatives of interest on local, regional, national and EU level;
- *public bodies, decision makers on local, regional, national and EU levels from the Adult Education sector;
- *European organizations, networks, databases engaged in language education and training;
- *other European project partners, within the cross-fertilization of the projects;
- *General public

Teachers were mainly contacted at local levels by the partnership, whilst the decision makers and different associations addressed have been mentioned to be regional, national and European level audiences. The core target group of the project are language teachers of adults working in language training centers across Europe. Partners did all have direct contacts at local level - in Denmark teacher in all Denmark was contacted though, since VIFIN had to contact schools and not the teachers themselves. All groups have been reached by all partners but due to differences in the different partner countries and different personal contacts emphasis have been put on different groups in each country.

The project has also been highly promoted outside the partnership on European level, through its registration and presence on the EPAL database (more than 70.000 registered members) and through the Facebook ad campaign generating a number of 8052 reach and 38 554 impressions.

See Annex: Dissemination final report

What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.

In the project proposal, different dissemination instruments to be used for the dissemination activities was proposed. This were:

- Website: in order to reach as large target groups as possible; has been developed by VIFIN and hosts all project outputs and documents, available in English
- Leaflet: has been developed by Spektrum (RO) in order to support long term dissemination as well; it includes logo and information on the project, planned outputs, partnership, website and Facebook page and has been developed by SEC
- Articles for e-newsletters in the partner organisations own newsletters, highlighting the most important achievements of the project.
- 4 editions of project newsletters have been realized, coinciding with the release of key outputs.
- Social media (Facebook): A project Facebook page has been set up by SEC, supported and kept alive by inputs from partners, hosting all important information and events held within the project during its lifetime.

All partners have used these instruments in their activities alongside disseminating the project and its outcomes, also through their organizations' electronic newsletters, websites and social media.

The dissemination activities were carried out on different levels based on partners' plans and the used dissemination tools and channels included:

- *setting up personal meetings with educational stakeholders (training organisations), in regards with the project and its outcomes
- *contacting the target group representatives, language teachers in order to involve them in project activities
- *testing the project methodology with the pilot groups of direct beneficiaries
- *sing the developed products for disseminating the project via different online channels (social media, news on EPAL platform)
- *using the project website as a dissemination tool
- *cross-fertilizing the project with other European projects
- *project newsletters and articles at important project milestones
- *publishing project logo and website address on own organizations' posters
- *distributing leaflets with information about the project and the planned events
- *releasing electronic newsletters, targeted to the project stakeholders' lists and partner organizations' stakeholders' lists
- *organising Multiplier events in Cy, Ro, DK and DE, and a final conference by DE
- *contacting European Adult Education language organization, European Language teacher associations

- *e-mailing to the person in charge of Danish Language Education in the Ministry
- *e-mail communication held on behalf of the partnership by the coordinator for future article publication about the project and its outcomes in December 2020

Over 166 dissemination events were organized by the partnership

- *110.308 persons were reached through dissemination activities
- *12.330 organisations have been informed about the project
- *219 persons follow the V-PAL FB page
- *over 7.200 persons reached through the project social media (FB) page
- *over 250 persons reached directly + invitation published on European Center for Modern Languages FB page – which has a number of over 15.000 followers with articles, invitations and promotion of the final conference which has been held online due to the COVID19 crises
- *169 participants registered from all around the world attended the final conference on 27th of May, 2020
- *25 language teachers actively involved in the project and produced the peer practice videos throughout the project, spreading the word to their networks
- *72 stakeholders have been reached directly by the multiplier events organized in the partner countries
- *over 50.000 people were reached through the partner institutions websites
- *35.000 persons and approximately 10.000 organizations from 72.000 registered members of the EPAL platform, were reached through the registration of the project and different articles published at project milestones on the EPAL - Electronic Platform for Adult Learning in Europe platform
- *21.190 views of project related news and information have been reported by partners through own organization's social media channels (Facebook)
- *the project website registered 703 unique visitors and 962 hits in the two project years
- *e-mail sent to the editor of the magazine, Danish as a second language – to publish a press article. Estimated number of readers
- *thousands of people were reached with the project idea through emailing, newsletters and general dissemination activities

As part of the dissemination the partnership chose to contribute to the 6th e-Learning Excellence Award 2020 and got a 2nd joint award. This is proof of the high quality product. VIFIN did as well contribute last year, and know, that more contributions were given this year, just as all 17 finalists out of original 47 contributions showed a very high degree of quality. The 2nd joint award also shows the tough decisions, the judges had to do. Getting this far shows, that the products are seen as relevant, innovative and solves a need among teachers.

See Annex: Dissemination final report

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced intellectual outputs/tangible deliverables, please describe if and how you have promoted free access to them by the public. In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation.

The V-PAL products and online platform are all available online (app.v-pal.eu/, v-pal.eu). No limitations for the use of the products are foreseen at this point. Links to the materials and, most importantly the V-PAL platform along with Peer practice videos and Online Manual and Tutorials, have been widely communicated to a large number of educational stakeholders. Especially, following the finalisation of the V-PAL products, the promotional efforts of all partners have been increasing, showcasing the final project results and, as numbers demonstrate, end-users and stakeholders are increasingly accessing the website and platform.

The V-PAL Platform and the V-PAL Handbook has been promoted

- *project results – V-PAL Handbook sent to representatives of (One voice for languages, Languages in Ireland, European Center for Modern Languages of the Council of Europe, Institute of technology Tralee)
- *registering the project to the International E-learning Excellence Awards 2020 competition
- *information about the final conference sent to European language teaching/learning bodies (Council of Creative Education/FI (CCE), HundEd non-profit global, education support org., The Association for Teacher Education in Europe (ATEE), Association of Language Testers in Europe, European Centre for Modern Languages of the Council of Europe, European Network of Language Teacher Associations, Association for Language Learning)
- *organisation of the Multiplier Events and final conference

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted free access to them by the public. In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation.

Same as above.

How have you ensured that the project's results will remain available and be used by others?

The V-PAL Platform will be available until 2026 at the least. The Municipality of Vejle will pay to ensure, that the platform will work, and Anne Charlotte Petersen, the overall project manager will be in charge of keeping the platform alive and in function.

The project have been presented at the national conference for language teachers in Denmark, and an article in the magasin for teachers as a second language was published in December 2020 (https://www.uddannelsesforbundet.dk/media/6331/fokus-75-final_aktiv-1.pdf) The project coordinator am as well in contact with Danish Language Teachers and encourage them to upload videos in the platform. AEWB have produced a German video telling about V-PAL and distributed it on their social medias to promote the continous use of the platform.

The consortium - and especially the Danish partners - will continue to advertise the V-PAL Platform (community) and hope to be able to add new activities to it. Anne Charlotte Petersen will in her private company, Essents - sprog (working within the field of Danish as a second language for adults) keep on working with V-PAL. She will probably continue to produce #VPalWednesday videos in the V-PAL Community with inspiration from the teching, she experience, with ideas to content for new videos, with recommendations on which Peer Practice videos to pay espacially attention to etc. Since all users will be notified, when new videos are uploaded, this ought to be a way to make sure the platform are kept alive, that users are reminded of it etc. Anne Charlotte Peterse will also continue to comment on new videos to make sure, that everyone who uploads a video feel seen and appreciated.

How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?

The V-PAL language teacher community have the possibility to spread world-wide.

It will be possible to expand the platform to other areas - it could be target against other groups of language teachers - for instance from primary and secondary school - but it could also be relevant to totally other fields. In the dissemination phase the consortium for instance met one person, who saw the need of exactly what V-PAL offers, but within math at the universities. It should be easy to use the Peer Practice-method in all kinds of fields.

The consortium do also see a possibility in having regular courses and webinars in relation to the V-PAL Community. It could be with more in depth analysis on the content of Peer Practice-videos, giving technical advices - for the more experienced users. And it could be the basic training in producing Peer Practice videos and giving feedback.

6.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The -V-PAL Platform will be available until 2026 the least. The Municipality of Vejle have granted a yearly amount, which secure, that it will be possible to maintain the platform technically. Anne Charlotte Petersen will be in charge of this and be aware of the platform. This means, that the community as well as the V-PAL Handbook will be maintained.

If possible Anne Charlotte Petersen will also keep on uploading videos in the platform to keep activity.

Anne Charlotte Petersen owns the company: Essents - Sprog, which offer consulting services withing adult language teaching and help the municipality to oversight the language schools in Denmark. V-PAL is very well connected to this work, which means, that Anne Charlotte Petersen continuately has the possibility to mention the V-PAL Community and possibilities in the relevant field in Denmark.

Members from the V-PAL partnership will meet in the end of January 2021 to discuss further possibilities in relation to the V-PAL learning community. On the Agenda are the following subjects:

Sustainability of the V-PAL Platform as it is right now – with no extra resources to put into i:

- *How do we ensure new quality content (videos) on a regular basis (weekly or monthly)?
- *That is how do we ensure that members are active in commenting and giving feedback?
- *How do we grow the membership base?

Sustainability of the V-PAL Platform due to a business model:

- *Who are willing to pay for what? Employers (language training institutions), teachers…?
- *Which kind of products could/should be offered?
- * Which possibilities for expanding the target group would there be?

A new project

- *What would the possibilities of a new project be?
- *What would the challenges of a new project be?

AEWB have been very active in the production of videos - also after the project periode. AEWB are in very close contact with teachers, which mean, that they might be able to push teachers to use the platform and in that way ensure the basic activity. Anne Charlotte Petersen might be able to record some Peer Practice videos in her work with Essents - Sprog and in that way support the new content. As can be seen, the consortium has different ideas and do also consider both if a business model to support the existing part of the platform will be possible - or if a new project will be carried out.

7. Budget

this section gives a detailed overview of the final amount of the EU grant you request;

7.1. Budget Summary

| PIC of the Organisation | Name of the Organisation | Country of the Organisation | Project Management and Implementation | Transnational Project Meetings | Intellectual Outputs | Multiplier Events | Learning/Teaching/Training Activities | | | | Special Needs Support | Exceptional Costs | Exceptional Cost Guarantee | Total (Calculated) |
|-------------------------|--|-----------------------------|---------------------------------------|--------------------------------|----------------------|-------------------|---------------------------------------|--------------------|--------------------|--|-----------------------|-------------------|----------------------------|--------------------|
| | | | | | | | Travel | Individual Support | Linguistic Support | Exceptional Costs for Expensive Travel | | | | |
| 940723849 | Videnscenter for Integration | Denmark | 11,465.00 | 4,005.00 | 48,200.00 | 5,800.00 | 80.00 | 1,590.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 71,140.00 |
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | 5,465.00 | 1,520.00 | 10,275.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 17,260.00 |
| 906955724 | &LEARNING | Denmark | 5,465.00 | 2,485.00 | 32,053.00 | 0.00 | 180.00 | 636.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 40,819.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | 5,465.00 | 1,910.00 | 12,432.00 | 2,900.00 | 1,375.00 | 1,908.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 25,990.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 5,465.00 | 3,040.00 | 19,317.00 | 3,300.00 | 1,080.00 | 1,272.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 33,474.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | 8,675.00 | 3,820.00 | 24,824.00 | 3,380.00 | 1,080.00 | 2,544.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 44,323.00 |
| Total | | | 42,000.00 | 16,780.00 | 147,101.00 | 15,380.00 | 3,795.00 | 7,950.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 233,006.00 |

7.1.1. Project Total Amount

| | |
|--|------------|
| Project Total Amount Reported (Calculated) | 233,006.00 |
|--|------------|

Please provide any further comments you may have concerning the above figure.

Due to a reduction in relation to the original application and due to challenges along the way in the project, the following changes in the budget have been made.

First of all, during the project it turned out, that IPF struggled to contribute to the project in different ways. They were not able to recruit teachers to the teacher training, nor did they attend the Teacher Training Event and partner meeting in relation to this. At the same time, it turned out, that they did not have the competencies to be in charge of IO3, therefore VIFIN/the partners had to plan and develop the material needed for the teacher training. Consequently Coordinator's project manager took the responsibility of IO3. At the same time, the project manager emphasized the importance of IPF's new project managers presence at both the next partner meetings and the final conference, to make sure that IPF would be able to host the local multiplier events. In the end, IPF did not fulfill this requirement, consequently the coordinator offered another partner to host a local multiplier event (see below). Do also see: 4.0 Projekct Management, last section about challenges. In conclusion this it the reason that IPF has a reduced budget in general and especially in relation to IO3 and Multiplier Event.

Project Management and Implementation cost: The partnership agreed in the beginning of the project to reallocate some of the management and implementation cost to AEWB. This was due to the fact, that the grant was reduced to not cover the applied grant for evaluation (IO4), which AEWB was in charge of and they were still to do a lot of work in relation to this task.

Due to Covid-19 we had to change the two last partner meetings into online meetings. This did of course influence the travel budget, which has been moved to the intellectual output budget. Two partners travel less than anticipated. Spektrum, who couldn't attend the kick-off meeting, and IPF (see above). All partners were lucky to have a lot of new projects in the autumn of 2018, which meant, that it was impossible to find dates, where all partners were able to attend.

Due to Covid-19 the partnership reallocated money from travel grants not spent to Intellectual Output Budget. Most of the additional grant has been reallocated to IO3. We chose to expand the handbook so users are able to download it as a pdf, but users may also choose to access an online, interactive version. This mean, that we support more learning stiles and preferences. We also added a lot of tutorials instead of just instructions the handbook. This mean, that the user both get text and video tuitaols on almost every step of the production of the Peer Practice video. The tutorials are available directly in the online version of the handbook, and accessible as QR-codes in the pdf-version of the handbook. At the same time presentations from online training and multiplier events have been recorded and put as part of the handbook. IO1 was improved in the way, that the partnership chose to be closer to the participants in the different phases of their production of Peer Practice videos. Partners also commented on the videos to show possible ways to do this, they scheduled the work and kept an eye on the development, offering special support if needed. Lastly they did more videos themself to encourage the teachers and inspire them in their work. IO2 have been improved by more features than planned - based on feedback from the participating teachers.

Multiplier events were held online in more cases. In relation to the final conference it meant, that the partners split the grant according to amount of participants. The 3rd of April 2020 the National Agency granted the Danish partner an online multiplier event covered by the original budget.

For the teacher training event all partners struggled to recruit participants, which also influenced the face to face teacher training. All partners offered teachers, who were only meant to participate online, to take part in the face to face teacher training to fill the empty spaces. The German partner managed to get an extra participant, which is the reason that they exceeded their budget. Money not spent were transferred to intellectual output budget see above for the improvements they were spent on.

Exceptional costs have not been used, since VIFIN now owns the platform, which was supposed to be bought from a 3rd part company.

7.2. Project management and implementation

| PIC of the Organisation | Role of the Organisation | Name of the Organisation | Country of the Organisation | Total |
|-------------------------|--------------------------|--|-----------------------------|------------------|
| 949549588 | Partner | Fundatia Centrul Educational Spektrum | Romania | 5,465.00 |
| 906955724 | Partner | &LEARNING | Denmark | 5,465.00 |
| 951479112 | Partner | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 5,465.00 |
| 918603290 | Partner | IPF INTERNATIONAL CONSULTING SL | Spain | 5,465.00 |
| 940466508 | Partner | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | 8,675.00 |
| 940723849 | Beneficiary | Videnscenter for Integration | Denmark | 11,465.00 |
| Total | | | | 42,000.00 |

7.3. Transnational Project Meetings

| PIC of the Sending Organisation | Name of the Organisation | Country of the Organisation | Total No. of Meetings | Total Number of Participants in All Meetings | Distance Band | Grant per participant | Total (Calculated) |
|---------------------------------|---|-----------------------------|-----------------------|--|---------------|-----------------------|--------------------|
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | 1 | 1 | >= 2000 km | 760.00 | 760.00 |
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | 1 | 1 | >= 2000 km | 760.00 | 760.00 |
| 906955724 | &LEARNING | Denmark | 1 | 1 | 100 - 1999 km | 575.00 | 575.00 |
| 906955724 | &LEARNING | Denmark | 1 | 1 | 0 - 99 km | 0.00 | 0.00 |
| 906955724 | &LEARNING | Denmark | 1 | 1 | >= 2000 km | 760.00 | 760.00 |
| 906955724 | &LEARNING | Denmark | 1 | 1 | 100 - 1999 km | 575.00 | 575.00 |
| 906955724 | &LEARNING | Denmark | 1 | 1 | 100 - 1999 km | 575.00 | 575.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | 1 | 1 | 100 - 1999 km | 575.00 | 575.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | 1 | 1 | 0 - 99 km | 0.00 | 0.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | 1 | 1 | >= 2000 km | 760.00 | 760.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | 1 | 1 | 100 - 1999 km | 575.00 | 575.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | 1 | 1 | 0 - 99 km | 0.00 | 0.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 1 | 1 | >= 2000 km | 760.00 | 760.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 1 | 1 | 0 - 99 km | 0.00 | 0.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 1 | 1 | >= 2000 km | 760.00 | 760.00 |

| PIC of the Sending Organisation | Name of the Organisation | Country of the Organisation | Total No. of Meetings | Total Number of Participants in All Meetings | Distance Band | Grant per participant | Total (Calculated) |
|---------------------------------|--|-----------------------------|-----------------------|--|---------------|-----------------------|--------------------|
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 1 | 1 | >= 2000 km | 760.00 | 760.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 1 | 1 | 0 - 99 km | 0.00 | 0.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | 1 | 1 | >= 2000 km | 760.00 | 760.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | 1 | 2 | 100 - 1999 km | 575.00 | 1,150.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | 1 | 2 | 0 - 99 km | 0.00 | 0.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | 1 | 2 | >= 2000 km | 760.00 | 1,520.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | 1 | 2 | 0 - 99 km | 0.00 | 0.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | 1 | 2 | 100 - 1999 km | 575.00 | 1,150.00 |
| 940723849 | Videnscenter for Integration | Denmark | 1 | 2 | 0 - 99 km | 0.00 | 0.00 |
| 940723849 | Videnscenter for Integration | Denmark | 1 | 3 | >= 2000 km | 760.00 | 2,280.00 |
| 940723849 | Videnscenter for Integration | Denmark | 1 | 3 | 100 - 1999 km | 575.00 | 1,725.00 |
| 940723849 | Videnscenter for Integration | Denmark | 1 | 2 | 0 - 99 km | 0.00 | 0.00 |
| Total | | | | | | | 16,780.00 |

7.4. Intellectual Outputs

| PIC of the Organisation | Name of the Organisation | Country of the Organisation | Output Identification | Category of Staff | No. Of Working Days | Grant per Day | Total (Calculated) |
|-------------------------|--|-----------------------------|-----------------------|---|---------------------|---------------|--------------------|
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | O2 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 44 | 214.00 | 9,416.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | O4 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 0 | 0.00 | 0.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 906955724 | &LEARNING | Denmark | O2 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 61 | 241.00 | 14,701.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | O2 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 40 | 137.00 | 5,480.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 940723849 | Videnscenter for Integration | Denmark | O2 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 105 | 241.00 | 25,305.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | O2 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 72 | 74.00 | 5,328.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | O2 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 43 | 137.00 | 5,891.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 906955724 | &LEARNING | Denmark | O3 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 11 | 241.00 | 2,651.00 |

| PIC of the Organisation | Name of the Organisation | Country of the Organisation | Output Identification | Category of Staff | No. Of Working Days | Grant per Day | Total (Calculated) |
|-------------------------|--|-----------------------------|-----------------------|---|---------------------|---------------|--------------------|
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | O4 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 0 | 0.00 | 0.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | O1 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 45 | 214.00 | 9,630.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 906955724 | &LEARNING | Denmark | O4 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 0 | 0.00 | 0.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | O4 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 0 | 0.00 | 0.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | O3 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 27 | 214.00 | 5,778.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 940723849 | Videnscenter for Integration | Denmark | O4 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 0 | 0.00 | 0.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | O1 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 35 | 137.00 | 4,795.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | O3 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 27 | 74.00 | 1,998.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | O3 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 42 | 137.00 | 5,754.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | O4 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 0 | 0.00 | 0.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 906955724 | &LEARNING | Denmark | O1 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 61 | 241.00 | 14,701.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | O1 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 69 | 74.00 | 5,106.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |

| PIC of the Organisation | Name of the Organisation | Country of the Organisation | Output Identification | Category of Staff | No. Of Working Days | Grant per Day | Total (Calculated) |
|-------------------------|---|-----------------------------|-----------------------|---|---------------------|---------------|--------------------|
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | O1 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 56 | 137.00 | 7,672.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | O3 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 0 | 137.00 | 0.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 940723849 | Videnscenter for Integration | Denmark | O3 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 30 | 241.00 | 7,230.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| 940723849 | Videnscenter for Integration | Denmark | O1 | Managers | 0 | 0.00 | 0.00 |
| | | | | Teachers/Trainers/Researchers/Youth Workers | 65 | 241.00 | 15,665.00 |
| | | | | Technicians | 0 | 0.00 | 0.00 |
| | | | | Administrative support staff | 0 | 0.00 | 0.00 |
| Total | | | | | 833 | | 147,101.00 |

7.5. Multiplier Events

| PIC of the Organisation Organising the Event | Name of the Organisation | Country of the Organisation | Event Identification | Country of Venue | No. of Local Participants Physical Activities | Grant per local Participant Physical Activities | No. of Foreign Participants Physical Activities | Grant per Foreign Participant Physical Activities | Number of participants in a virtual mobility* | Grant per Participant in Virtual Activities | Total Amount (Calculated) |
|--|--|-----------------------------|----------------------|------------------|---|---|---|---|---|---|---------------------------|
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | E4 | Romania | 21 | 100.00 | 0 | 200.00 | 200.00 | 200.00 | 2,100.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | E5 | Cyprus | 27 | 100.00 | 0 | 200.00 | 200.00 | 200.00 | 2,700.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | E1 | Germany | 32 | 100.00 | 0 | 200.00 | 200.00 | 200.00 | 3,200.00 |
| 940723849 | Videnscenter for Integration | Denmark | E1 | Germany | 0 | 100.00 | 22 | 200.00 | 200.00 | 200.00 | 4,400.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | E1 | Germany | 0 | 100.00 | 4 | 200.00 | 200.00 | 200.00 | 800.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | E1 | Germany | 0 | 100.00 | 3 | 200.00 | 200.00 | 200.00 | 600.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | E3 | Germany | 12 | 15.00 | 0 | 0.00 | 0.00 | 0.00 | 180.00 |
| 940723849 | Videnscenter for Integration | Denmark | E2 | Denmark | 14 | 100.00 | 0 | 200.00 | 200.00 | 200.00 | 1,400.00 |
| 918603290 | IPF INTERNATIONAL CONSULTING SL | Spain | E1 | Germany | 0 | 100.00 | 0 | 200.00 | 200.00 | 200.00 | 0.00 |
| Total | | | | | 106 | | 29 | | 29 | | 15,380.00 |

7.6. Learning/Teaching/Training Activities

7.6.1. Travel

| PIC of the Sending Organisation | Name of the Organisation | Country of the Organisation | Activity No. | Activity Type | Distance Band | Travel Grant per Participant | No. of Participants | Exceptional Costs for Expensive Travel | Total (Calculated) |
|---------------------------------|--|-----------------------------|--------------|--|----------------|------------------------------|---------------------|--|--------------------|
| 906955724 | &LEARNING | Denmark | C1 | Short-term joint staff training events | 100 - 499 km | 180.00 | 1 | 0.00 | 180.00 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | C1 | Short-term joint staff training events | 500 - 1999 km | 275.00 | 5 | 0.00 | 1,375.00 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | C1 | Short-term joint staff training events | 2000 - 2999 km | 360.00 | 3 | 0.00 | 1,080.00 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | C1 | Short-term joint staff training events | 100 - 499 km | 180.00 | 6 | 0.00 | 1,080.00 |
| 940723849 | Videnscenter for Integration | Denmark | C1 | Short-term joint staff training events | 10 - 99 km | 20.00 | 4 | 0.00 | 80.00 |
| Total | | | | | | | 19 | 0.00 | 3,795.00 |

7.6.2. Individual Support

7.6.2.1. Short-term Learning/Teaching/Training Activities

| PIC of the Sending Organisation | Name of the Organisation | Country of the Organisation | Activity No. | Activity Type | Participants (Without Accompanying Persons) | | | | | | Acc | | |
|---------------------------------|--|-----------------------------|--------------|--|---|---|--|---|--|--|--|---|-----------------------------|
| | | | | | Funded Duration (days) Physical Activity | Funded Duration (days) Virtual Activity | No. of Participants (without accompanying persons) | Grant per Participant Physical Activity | Grant per Participant Blended Activity | Grant per Participant Virtual Activity | Funded Duration (days) Physical Activity | Funded Duration (days) Virtual Activity | No. Of Accompanying Persons |
| 906955724 | &LEARNING | Denmark | C1 | Short-term joint staff training events | 3 | 0 | 2 | 318.00 | 0.00 | 0.00 | 0 | 0 | 0 |
| 949549588 | Fundatia Centrul Educational Spektrum | Romania | C1 | Short-term joint staff training events | 3 | 0 | 6 | 318.00 | 0.00 | 0.00 | 0 | 0 | 0 |
| 951479112 | SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED | Cyprus | C1 | Short-term joint staff training events | 3 | 0 | 4 | 318.00 | 0.00 | 0.00 | 0 | 0 | 0 |
| 940466508 | Niedersächsischer Bund für freie Erwachsenenbildung e.V. | Germany | C1 | Short-term joint staff training events | 3 | 0 | 8 | 318.00 | 0.00 | 0.00 | 0 | 0 | 0 |
| 940723849 | Videnscenter for Integration | Denmark | C1 | Short-term joint staff training events | 3 | 0 | 5 | 318.00 | 0.00 | 0.00 | 0 | 0 | 0 |
| Total | | | | | 15 | 0 | 25 | Total | | | 0 | 0 | 0 |

7.6.2.2. Long-term Learning/Teaching/Training Activities

This section doesn't apply for this project

7.6.3. Linguistic Support

This section doesn't apply for this project

7.6.4. Exceptional Costs for Expensive Travel

This section doesn't apply for this project

7.7. Special Needs Support

This section doesn't apply for this project

7.8. Exceptional Costs

This section doesn't apply for this project

7.9. Exceptional costs - Guarantee

This section doesn't apply for this project

8. Annexes


additional documents that are mandatory for the completion of the report;

Please note that all documents mentioned below need to be attached here before you submit your form online.

Before submitting your report to the National Agency, please check that:










- All necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement.
- All the relevant documents are annexed:
- declaration of Honour, signed by the legal representative of the beneficiary organisation.
- the necessary supporting documents as requested in the grant agreement.
- you saved or printed a copy of the completed form for your records.
- you have uploaded the relevant results on the Erasmus+ Project Results Platform:

List of uploaded files

 declaration of honour_20201231.pdf docx

0.21 Mb en time siden

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|---|---|
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